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ABSTRACT

Following up on the work of a task force that studied the dropout problem in the Los Angeles Unified School District and developed recommendations for addressing that problem, this report describes current dropout prevention efforts and proposals for expansion and presents recommendations for new approaches. Six major categories of programs are discussed: (1) elementary and secondary instructional intervention strategies; (2) educational options and intervention programs (including counseling, tutoring and vocational guidance; (3) programs that focus on improving attendance; (4) State legislation aimed at reducing California's dropout problem; (5) a community awareness program in the Los Angeles Unified School District; and (6) business and community support. A senior high school pilot program is also briefly described, and a summary chart of representative programs and their funding implications is provided. Extensive appendices include: "Effective Schools Program," a concept paper; a description of model cooperative programs designed to expand educational options for high school students; a memorandum regarding responsibilities of secondary schools for implementing and operating a tutorial program; an outline of the Operation Stay-in-School Program; and a memo regarding proposed legislation (1985) for high risk youth. (GC)

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DROPOUT PREVENTION AND RECOVERY--PHASE II

(An Analysis and Proposal for Implementation for 1985-86 in the Los Angeles Unified School District)

A REPORT

PRESENTED TO

DR. HARRY HANDLER, SUPERINTENDENT

May 22, 1985

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SPECIAL PROJECTS AND RECONFIGURATION OFFICE

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PART I--BACKGROUND

In July, 1984, the Board of Education and the Superintendent identified dropout prevention and recovery as a top priority for the District. A Dropout Prevention and Recovery (DPR) Task Force (1) studied the factors that caused dropouts to leave school, (2) reviewed the options offered to encourage young people to stay in school or to return if they had left before high school graduation, and (3) developed a high school pilot program aimed at increasing the number of pupils completing graduation requirements.

In January, 1985, Dr. Robert Martin, Assistant Superintendent of the Office of Assessment and Reconfiguration, presented the findings and recommendations of the Task Force to the Board of Education in "A Study of Student Dropout in the Los Angeles Unified School District."

In March, 1985, the District assigned a Dropout Prevention Recovery Coordinator to coordinate the selection of those recommendations developed by the Task Force that could be implemented during the next school year. Working under the direction of the Assistant Superintendent, Special Projects and Reconfiguration, the Dropout Prevention and Recovery Coordinator developed a program for implementation during the 1985-86 school year that would:

1. Raise districtwide awareness of current options and proposed programs designed to help both potential and actual dropouts graduate from high school.
2. Amend Basic Activities to include K-12 local school staff efforts in support of dropout prevention.
3. Emphasize districtwide the importance of both dropout <u>prevention</u> and dropout <u>recovery</u>.

4. Provide for a districtwide systematic and regular collection of student dropout data in grades 7-12.
5. Include a design for a 1985-86 pilot Dropout Prevention and Recovery Program, including fiscal information, staffing needs, and an operational procedure for a limited number of designated senior high schools.
6. Include current and future plans for business and community involvement and support for the program.
7. Propose an evaluation process for assessing each component in the program.

The District's definition of a "dropout" which is consistent with that being considered at State and national levels is:

> "A dropout is any person who leaves school prior to graduation from high school and who does not enter, within 45 school days, another public or private school or program which leads to a high school diploma or its equivalent."

The District's current dropout prevention and recovery efforts, proposals for expansion, and recommendations for new approaches are presented in Part II of this report.

PART II--CURRENT AND PROPOSED DROPOUT PREVENTION AND RECOVERY (DPR) EFFORTS

This part of the report contains six major categories of programs that can be initiated or expanded during the 1985-86 school year in the District's Dropout Prevention and Recovery (DPR) Program: instructional interventions, educational options, attendance, legislation, public awareness, and business/community involvement.

In 1981 the Superintendent identified five major goals and three principles that established District priorities applying to all levels of learning. To implement these objectives, Basic Activities were developed as a District mandate for improving the instructional program at school sites.

Dropout Prevention and Recovery is a basic theme in many of the Basic Activities that have already been implemented. By designating additional Dropout Prevention and Recovery activities and monitoring the progress of their implementation at school sites, a new dimension and perspective could be added to Basic Activities.

Most of the twenty-seven recommendations in "A Study of Student Dropout in the Los Angeles Unified School District" (January, 1985) can be directly incorporated as additional activities under one or more of the current five Basic Activity Goals. Therefore, it is proposed that those recommendations, which will be implemented during the 1985-86 school year, be added as "Dropout Prevention and Recovery Activities."

In many cases, the additional educational resources provided by SB 813 legislation as well as those proposed by pending legislation can be used to make these additional Basic Activities functional and thereby provide an improved instructional program.

ELEMENTARY AND SECONDARY INSTRUCTIONAL INTERVENTION STRATEGIES

There is a need to focus on dropout prevention and the holding power of the core instructional programs in the elementary, secondary, and special education schools within the Los Angeles Unified School District. Current and past studies clearly indicate that we can identify a range of student behaviors in grades K-12 that would identify the future dropout student. These studies also provide insights into many effective instructional strategies that would allow a school or school district to reduce the incidence of the school leaver and/or dropout.

Instructional effectiveness is the theme that runs through these studies and through the existing Los Angeles Unified School District core curriculum in elementary and secondary programs. Region/Division administrators, school-site administrators, and teachers will further intensify their efforts to improve the holding power of schools through quality school programs. It is suggested that the initiation or expansion of some of these programs could be effected by using Chapter I Compensatory Education funds, School Improvement Program funds, or by resources provided by the business community. Effective Los Angeles Unified School District instructional programs are illustrated by these program designs:

Effective Schools Program

This project focuses on improving the holding power of schools through the Preparatory Schools model utilizing 23 of the more effective schools research variables (Appendix A). It is an instructional intervention strategy designed to meet the needs of schools with large numbers of low achieving students. This five-year pilot model improved teaching-learning activities that resulted in consistent upward achievement on the SES/CAP/CTBS test data and the

WRITE/SHARP/TOPICS testing process. These instructional practices increased attendance and reduced tardiness in a high dropout-impacted complex. The Effective Schools Program is being proposed for implementation in four complexes in administrative regions B, C, and D in the 1985-86 school year. This project utilizes existing local, state, and federal funding allocations at no extra cost to the District.

Educationally Impacted Schools Program

This program stabilizes the hard-to-staff schools in the South-Central and East Los Angeles areas. Forty-one schools were allocated funds to attract and hold teachers. Teachers are paid an additional annual stipend to provide instructional services such as after school tutorial programs to assist under-achieving students.

Priority Staffing Schools Program (PSP)

The purpose of this program is to increase the instructional effectiveness of the educationally impacted schools which are also located in the high dropout-ratio complexes. Fifty-five schools have been identified as hard-to-staff schools. They have been given first priority to recruit and select new teachers to provide staff stability. These schools are being painted inside and outside to improve the teaching-learning environment and additional gardening and custodial time was allocated to beautify and keep the campus clean. Security provisions were also funded to provide a safe and orderly climate for teaching and learning. The PSP program has been successful in recruiting and in improving the instructional stability in the traditionally hard-to-staff schools.

EDUCATIONAL OPTIONS AND INTERVENTION PROGRAMS

Current educational options are available, with proposals for expansion, at the senior high, junior high, and elementary levels. In addition to these, current and proposed intervention programs at all three levels are also reviewed in this section.

Senior and Junior High School Educational Options

The District makes numerous educational options available to the traditional senior high school program in order to meet the individual needs of students. Among these current options are: A. Senior High School Options, B. Adult Schools, C. Skills Centers, D. Regional Occupational Centers, E. Regional Occupational Programs (ROC/ROP), F. Magnet Programs, G. Core Classes, H. Furlough Programs, and I. Independent Study Programs.

A. Senior High School Options

Senior High School Options are characterized by individualized instruction in small school settings. These options consist of five program components: forty-three Continuation High Schools, five Opportunity Schools, nine Tri-C Programs, two Pregnant Minor Programs, and an Educational Placement Center.

These program components serve approximately 5,500 students (Grades 7-12). The Continuation High School offers one of the most successful options programs with a projected graduating class of 650 students for June, 1985. A proposal to increase the availability of this option to students by reviewing current norming standards is under consideration.

B. Adult Schools

Over 9000 students, concurrently enrolled in high schools, attended at least one class at the 26 adult schools in the 1983/84 school year. As a result of this, approximately 8700 (97%) of these students received diplomas from their home high schools. Another group of 16 and 17 year-old students no longer enrolled in high school took classes leading to a high school diploma. Additionally, 1100 students enrolled in adult school programs passed the General Education Development test. These students who are 18 years of age or older, or whose high school class has graduated, passed this test which provides the equivalent of a high school diploma.

C. Skills Centers

Skills Centers provide vocational training programs at 22 branches for approximately 2300 currently enrolled high school students. In addition, between 600 and 1000 youths in the 14-21 year old age category, who are no longer enrolled in high school, are currently served. There are proposals to open two additional centers, one in the city of Cudahy and one at the existing paramedical occupational center. Each center would have the potential of serving 1000 students.

D. Regional Occupational Centers (ROC)

These centers served approximately 7600 concurrently enrolled high school students and an additional 2300 16 and 17 year-olds who were not enrolled in high school but who participated in the ROC Program during the 1983-84 school year.

E. Regional Occupational Programs (ROP)

These programs served approximately 7500 students who attended 158 classes in senior high schools and classes at 300 business and industry sites.

There is a State cap of no more than four per cent annual growth rate on these programs.

F. Magnet Programs

Magnet Programs in the areas of science-math, performing-visual arts, medical-health, multilingual/multicultural, humanities, animal studies, and for the gifted/high achieving are available to meet the special interest needs of certain high school students.

G. Core Classes

Some high school campuses provide individualized instruction on an open-entry/open-exit approach. Remediation in basic skills is offered in diploma required subjects.

H. Furlough Programs

This concept is based on a contractual agreement between the student and the school with stated objectives in a specific subject area. An evaluation is completed at the end of the furlough. The program is limited to one per cent of the school's enrollment.

I. Independent Study

This opportunity consists of a contract between a student and teacher who provides and reviews assignments on an individual basis. The program is also limited to one per cent of the school's enrollment.

Senior High School Interventions

Many students, through a simple referral system, have taken advantage of these options and have succeeded in obtaining high school diplomas. However, as dropout statistics indicate, there are many students who have not been reached and for whom the existing referral system does not provide an

adequate array of options and/or flexibility in scheduling. Therefore, an expanded effort will be made to encourage students to stay in school, develop job-related skills, and earn a diploma.

A. Cooperative Programs

This is a proposal for a joint venture between the Senior High and Adult and Occupational Education Divisions. Each senior high school will increase the awareness of the District's educational options that are accessible to all students through articulation with the Division of Adult and Occupational Education. This program will be implemented at selected sites through extended day programs, concurrent enrollment, flexible scheduling, individualized instruction, and cooperative counseling (Appendix B).

B. Dropout Outreach

A Dropout Outreach Pilot Program identifying approximately 1200 dropouts from the 1983-84 school year has been implemented at six senior high schools. Letters were sent to each dropout with an invitation to return to school to earn a high school diploma and/or obtain job training at community adult schools, regional and occupational centers or skills centers. Within two months approximately 25% had responded. Of that group 25% have returned to school. A grant has been approved to continue these efforts at the following senior high schools: North Hollywood, Polytechnic, Jefferson, Jordan, San Pedro, Carson, and Roosevelt.

C. Exemplary Counseling

Exemplary counseling programs at a number of junior and senior high schools use Chapter I funds to purchase additional school psychologist and PSA counselor time. Some exemplary programs focusing on peer

counseling and parent counseling are currently being implemented at Maclay Junior High School, Washington Preparatory High School, and Roosevelt High School.

D. Tutoring

Tutoring is provided at all junior and senior high schools. The District has implemented a tutorial assistance program during the 1984-85 school year which focuses on increasing academic achievement, improving basic communication skills including reading comprehension, and assisting students to pass the required competency examinations. Each school has an established procedure for identifying students in need of assistance and assigning them to tutors. The goal is to serve at least 10% of the students. An evaluation of the program will be submitted in June, 1985, at which time future direction for the program can be determined (Appendix C).

E. School Review Panels

School Review Panels will be formed at the designated senior high schools with the highest attrition rate. They will participate in the proposed pilot program and will be funded for the following additional personnel: a full-time dropout adviser, a part-time PSA counselor, and a part-time school psychologist. These personnel will form a School Review Panel which may also include an administrator, a nurse, a school counselor, and an adult school representative. This panel will meet regularly with dropouts, potential dropouts, and their parents. As an outgrowth of these meetings an educational plan will be developed to include educational options. It is recommended that the remaining District senior high schools explore the possibility of developing a similar model to work with potential dropout students.

Elementary School Educational Options

It is generally recognized that the immediate causes cited as reasons for senior high dropouts have their antecedents at the elementary school level. Early intervention can be the key to school success as well as reducing or eliminating potential dropouts. However, most existing supportive services at the elementary school level come from categorical funds to serve special education, gifted, and compensatory education programs. Some exemplary programs focusing on intervention are presently being funded.

A. Children's Centers

Children's Centers provide working parents with up to twelve hours of daily supervised programs for their children allowing the parents to work or attend school. The educational component of these programs provides instruction with emphasis on improving the children's social behavior and academic skills.

B. Student Language Readiness Development Program

Student Language Readiness Development Program (SLRDP) is a pre-kindergarten program. It is implemented in PHBAO schools which focus on early language needs of students.

C. Guidance Committee

A guidance committee composed of a school psychologist, PSA counselor, school nurse, administrator, teacher, and parents reviews and plans Individual Education Plans for students with severe instructional handicaps. These students are then assigned to classes or programs to meet their needs. This committee usually screens all special referrals of students who need special instructional or social adjustment assistance. They design individual instructional programs to meet the needs of

potential dropouts/leavers. Consideration should be given to increasing the frequency of the guidance committee meetings.

D. Reading in the Content Areas Program

Several regions are experimenting with a pilot program developed as Reading in the Content Areas. The instructional focus is based on grouping students in differentiated class settings. This project provides the opportunity for an individualized approach in the five basic subject areas: reading, language, mathematics, science, and social studies. This method includes low achieving and underachieving students in all directed lessons and independent study projects.

There are also additional programs that have had a positive impact on the elementary school program such as Proficiency in English (PEP), the Youth Relations Program, and Project Ahead.

Elementary School Interventions

There is a need for more staff support in both counseling and psychological services for the 90% of the regular elementary school population not served by special education. The District has no counseling services budgeted for elementary schools except those that may be purchased through categorical funding.

PUPIL ATTENDANCE

This section describes the current efforts the District is making to assist every student in achieving high school graduation. It also proposes the expansion of current efforts and the addition of new approaches that are needed for a districtwide Dropout Prevention and Recovery (DPR) Program during the 1985-86 school year. The primary areas of focus are attendance,

instruction, options and interventions, legislation, community and business involvement, and public awareness. The operational structure for using specific resources is presented in the high school pilot program described in Part III.

Regular pupil attendance is one of the most reliable predictors of school success and high school graduation. Irregular attendance is among the most common characteristics of the potential dropouts. Recognizing this well-documented relationship between school attendance and high school graduation, the District has continuously initiated new programs, services, and procedures aimed directly at improving pupil attendance. Selected attendance-improvement programs currently operating and suggestions for incorporating them fully into the dropout prevention program follow:

Pupil Services and Attendance Counselors

The Pupil Services and Attendance (PSA) Counselor is especially qualified and experienced in improving pupil attendance, in counseling potential dropouts, and in encouraging actual dropouts to return to programs leading to a high school diploma. Working under the direction of the school principal, the PSA Counselor will be a key resource person in the dropout prevention and recovery program by:

(a) Visiting homes and talking with parents, guardians, family members and students to determine reasons for extended absences and causes of dropouts.

(b) Working closely with school counselors, psychologists, dropout prevention advisers and other staff to develop plans and support services that best meet the educational needs of students.

There are 102 District-funded PSA Counselor positions and an additional 73

positions purchased by schools and various programs who are currently doing many of the things just described. In addition, they will be deeply involved in other efforts that are important to the attendance-improvement programs described in this section.

The assignment of one PSA Counselor for every two high schools in the high school pilot program is a critical resource for the DPR Program. Increasing the number of PSA Counselors by 12.5 positions beyond those that are essential for the target schools would undoubtedly provide proportionate attendance-improvement and DPR Program benefits. It would permit the assignment of additional PSA Counselor time (1/2 day per week per school) to the approximately 136 sending and receiving schools involved in the Capacity Adjustment Program (CAP) and to the nine magnet schools as well as one full position to the Overcrowded School Program.

This expanded service would also help to alleviate the dropout problem since there would be time to monitor attendance in these areas of need, to clarify and explain transfer policies, to assist with special placements, and to improve attitudes regarding the Overcrowded School Program. The current cost of a PSA Counselor (Schedule 33, C-Basis, with fringe benefits) is $37,929.

Operation Stay-In-School (OSIS)

One of the programs that has demonstrated a great effectiveness for reducing numbers of potential dropouts and for recovering pupils who have already dropped out is Operation Stay-In-School (OSIS). This joint effort of the District and law enforcement agencies to intercept and counsel out-of-school students has reached over 120,000 youngsters during its ten years of operation. When school-age students are picked up during school hours and taken to OSIS

reception centers they are met by PSA Counselors who work with OSIS staffs to notify parents, guardians, and school personnel. This procedure will continue to be an increasingly important component in the DPR Program. A further expansion of the program from the current ten OSIS units to thirteen (additional first year cost--$235,128) would have a substantial effect on reversing the irregular attendance patterns of habitual truants, retrieving dropouts, and on increasing the number of students who earn high school diplomas. A complete proposal for such an expansion, including budgetary and geographic information, is included in Appendix D.

Computer Telephone Dialer

A new concept which will have tremendous value in addressing the dropout prevention effort is that of the computer telephone dialers.

Each dialer may be programmed to dial up to 2000 telephone numbers, inform the respondent of a pupil's absence, request information about the absence, and record the answer. The responses are available for school personnel the following day and will be especially helpful in the "reduce-dropouts-by-improving-attendance" efforts. The dialers can call several homes at one time, transmit a variety of messages, and provide information in several different languages. Dialers may be programmed to call homes of absent students during evening hours when parents are likely to be present. They assist school personnel in determining reasons for absences and will have an increasingly important impact on locating hard-to-find students.

With additional resources (total cost--approximately $40,000), all secondary schools could be relieved of the responsibility of manually loading telephone numbers of absent students from the Student Data System (SDS) master absence lists. If funds were available, software could be refined and hardware

could be connected that would place telephone numbers directly into the automatic dialers from the SDS. This procedure would allow more accurate calling and would reduce the clerical time for loading information at each school from twenty or thirty minutes per day to the few seconds it would take to flick a switch.

It is anticipated that all 125 regular secondary schools will have the full use of this equipment before the beginning of the 1985 Fall Semester. Extending their use to include large elementary schools and to other special units (e.g. OSIS centers) also merits evaluation and future consideration. The installed cost of the automatic dialer is currently $4,500 per school. Therefore, the cost of automatic dialers in all elementary schools with enrollments of over 1,000 (83 schools) would be approximately $373,500.

Student Data System (SDS) and Dropout Data Collection

The Student Data System currently provides every regular secondary school in the District with the opportunity for a fully computerized pupil attendance accounting system. Because the system substantially decreases the possibility of students' absences going unreported and also has the capacity for generating reports of uncleared absences to parents, the use of the SDS for attendance increases the capacity for more accurate pupil attendance accounting. It provides the school with easily retrievable, current, and complete attendance records which can then be used as an information base for all attendance and dropout follow-up efforts. The importance of identifying each student by name and a code number as a means of accounting for dropouts has been reviewed and endorsed by the Dropout Prevention Committee.

Funds to provide several months of programmer time would permit SDS to

improve six to eight existing attendance programs including a detailed listing of students with attendance problems as requested by schools. The approval for a position of a Senior Programmer Analyst II ($49,880--Step IV, A-Basis, including fringe benefits) is critical to the dropout collection process.

The collection of dropout information will be a coordinated effort involving Information Services, Research and Evaluation, and Pupil Statistics. The timeline which identifies the data to be collected and the method for collection is included in Appendix E.

Standardization of Procedures

It is important that all definitions, policies, and procedures related to the dropout prevention effort be uniform and clearly understood district-wide. This is also true of attendance policies, definitions, and operational procedures which are so closely interwoven with those associated with the DPR Program. An excellent prototype for what can be done to consolidate and disseminate this kind of technical information to schools is the recently completed Office of the Associate Superintendent, School Operations, Bulletin 13, issued July 1, 1984, which standardized attendance policies for all regular junior and senior high schools. A similar document is currently being developed for elementary schools. Among the provisions included in the secondary school bulletin are the following:

. . . Every school must have a formal, written attendance procedure.

. . . Every school must designate an official attendance-taking period (Homeroom or Record Room).

. . . Pupils whose whereabouts are unknown for more than ten days may not be counted in the norm for assigning teachers nor may teachers "save" space for them in crowded classes.

Secondary schools are also updated on interpretations of procedures. For example, schools are now being specifically informed that although a student who has reached the age of 18 may quit school legally, the school may not arbitrarily check an 18 year-old out of school because of age. Similarly, neither marital nor emancipated minor status in and of itself exempts a student from school attendance.

These standardization procedures tend to stiffen pupil attendance requirements and increase the capacity of the District to monitor its attendance policies and its dropout prevention and recovery efforts.

Summary

The impact of regular school attendance on academic success, overall school adjustment, and high school graduation is well documented. The Los Angeles Unified School District, responding to concerns of its own staff, the community, and the state legislature has accelerated efforts to become a model of excellence for using every available resource to improve pupil attendance. Even though the District's attendance-improving efforts have been substantial, current plans are continuing to develop new and even more effective approaches to keeping students in school.

LEGISLATION

State legislation is currently being considered to help reduce the dropout problem in California. Although some of these bills may supplement, duplicate or even be in conflict with one another, each has a potential for enhancing the District's Dropout Prevention and Recovery Program. This legislation should be monitored closely by the Offices of Special Projects and Government Relations and, when appropriate, input should be provided as to its effect on the District's Dropout and Prevention Program.

The following is a short summary of each bill based on information provided by the State Department of Education:

ACR 35 - (Klehs) Recommends that the Superintendent notify each school district in California that 1985 is the "Year to Solve California's Dropout Problem" and instructs the Superintendent to deploy manpower and resources to assist school districts to solve the problem.

SB 65 - (Torres) Establishes the School-Based Pupil Holding Power Improvement Program and Dropout Recovery Act as follows: Funding for 100 elementary and 100 junior and senior high school sites, 46 Dropout Recovery Centers and 9 public/private Educational Clinics in areas without alternative education and work centers as specified ($12,000,000).

SB 515 - (Petris) Funds entrepreneurial training for youth who are considering small business ownership as a career option. Grants to go to schools in areas where youth unemployment and student dropouts exceed statewide rates ($7,000,000).

AB 377 - (Leonard) Proposes that an habitual truant (high risk youth) is made a ward of the court and may be ordered to participate in a community service program.

AB 378 - (Leonard) States that when the juvenile court deals with an habitual truant the court may involve the parent or guardian in adjudicating the matter.

AB 472 - (Molina) Proposes a state-mandated local program requiring each district to collect specified data regarding dropouts, grades 7-12 as defined.

AB 868 - (Hughes) Expands secondary school participation in SIP current level of funding (19% to increase to 30%) targeting schools with pupils who have severe educational problems as defined (high risk youth) ($12,000,000). Allocation to the TECC unit or other appropriate agency to train teachers in SIP schools with pupils who have severe educational problems.

AB 1797 - (Alatorre) Proposes study of the services provided limited-English proficient (LEP) pupils grades 7-12. Also, there would be selected 20 high schools in a Research Partnership Program with a university to cope with the educational needs of underachieving language minority pupils.* Thirdly, the bill would revise the intradistrict allocation of economic impact aid (EIA) funds plus increase said funds, targeting grades 7-12 expansion.*
*$1,400.000

AB 2454 - (Molina) Expands academic and career guidance services in grades 4-9 inclusive and calls for student dropout data collection grades 7-12. The Superintendent is to develop a public information campaign on awareness of the dropout problem, and lastly, the Superintendent is to create external Special Review Teams to visit every high school with a 50% dropout rate to develop and implement educational solutions at those schools to reduce the dropout problem ($19,275,000).

Of the preceding legislative bills, the three that are most comprehensive in dealing with "high risk youth" and school "dropouts" are:

Senate Bill 65	by Senator Art Torres
Assembly Bill 2454/472	by Assemblywoman Gloria Molina
Assembly Bill 1797	by Richard Alatorre

Should these bills pass,

- Senate Bill 65 and Assembly Bill 1797, would permit the expansion of the District's Dropout Prevention and Recovery Program to include other schools on the high leavers/attrition rate list and to additional schools that have large numbers of language minority students.
- The monies appropriated by Assembly Bills 472/2454 would be an important supplement to facilitate the implementation of the District's Student Data System Collection that is scheduled to begin operation in September, 1985.

A comparison chart of the three bills, provided by the State Department of Education, is contained in Appendix F.

PUBLIC AWARENESS PROGRAM

An important element in implementing a districtwide Dropout Prevention and Recovery Program is to raise community awareness regarding what the District has done and plans to do in its overall DPR Program. Community support and resources for this program can be increased by additional community involvement and awareness. The following promotional approaches should be included:

Publicity

One of the functions of the District's Public Information Office is to make the community more aware of the DPR Program through the media. Since October, 1984, the Public Information Office has used The Spotlight, The School Observer (a newsletter sent to selected business and community leaders), and The Legislative Newsletter (sent to all state legislators). These

publications have carried stories describing the dropout study, its findings and its recommendations which formed the basis for the proposed Dropout Prevention and Recovery Program.

Other media which will be used in the future are the LAUSD Channel 58, radio/television "spots," and short social service announcements featuring sports personalities.

"Stay-In-School" Attendance Programs

Since February, 1982, the "Stay-In-School" attendance programs have expanded to encompass some of the major sports teams and sports personalities. These programs have been a continuous approach to keep the community aware of the District's dropout prevention and recovery plans and also make the community aware of the District's future DPR Program plans.

Stay-In-School programs have been widely supported through the efforts of the Dodgers' Fernando Valenzuela, the Los Angeles Lakers' Michael Cooper, the Olympic Gold Medalist Paul Gonzales, and members of the Los Angeles Raiders football team. Similar DPR Program efforts will be initiated in all District schools. Approximately 140,000 students have been involved in these programs as of this date and approximately 5,400 tickets to various games and other activities have been given to students with outstanding attendance records.

Dr. Pepper is an example of a company that works directly with the District in promoting the DPR Programs. Some of the company's more popular activities are the many annual "Pepper Parties" for classes with the best attendance records in Elementary Schools.

Approaches for Greater Community Awareness

It is recommended that the following promotional approaches be considered in the 1985-86 school year:

A. Initiate a Press Conference with the Superintendent and members of the Board of Education to kick off the 1985-86 DPR efforts.

B. Create a theme and a logo. This activity could begin with a district-wide contest sponsored by the District Instructional Division. Winning bumper stickers and posters could be designed and distributed.

C. Develop a brochure that will transmit a comprehensive message to existing or potential dropouts and their parents or guardians. This publication should include:

   (1) Purpose.

   (2) Services being offered and benefits.

   (3) Procedures for how students and parents could make contact with dropout prevention and recovery counselors.

D. Create a telephone information service for potential dropouts and parents and link this service to the Student Adjustment Service Office.

E. Provide administrators and students to speak to community groups regarding the District's DPR Program.

F. Provide video tapes of educational options for use at school sites.

G. Include inserts for high school newspapers.

H. Advertise positive human interest stories in local newspapers.

I. Increase the celebrity sponsors.

J. Use the freeway marquees.

K. Expand the use of billboards.

L. Continue news releases; radio and television spot announcements by sports personalities.

M. Continue the current Internal Communications effort.

BUSINESS AND COMMUNITY SUPPORT

Over the past several years the District has expanded the relationship between the business community and the schools. The dropout problem cannot be addressed successfully without combining the resources of the private and public sectors. The process must create a spirit of local investment and local ownership in seeking to resolve the dropout issue.

Through the efforts of Superintendent Dr. Harry Handler and Mr. W. M. "Mark" Marcussen, Vice President of ARCO, a series of committee meetings involving District staff and persons from the business community have taken place to establish common objectives and plans that link resources and programs to the dropout concern. Preliminary areas of potential private support include:

1. Identification and coordination of available mental health, social service, and other private community service programs that will serve the needs of students.
2. Involvement of the business community in expanding work training activities that could benefit students (e.g. internships, training programs, and employment opportunities).
3. Provision of new information and potential services to students would be made available through regularly scheduled meetings of business and District staff.
4. Assistance in developing publicity about the dropout issue as well as the need for students to earn a high school diploma.
5. Developing a program of part-time employment opportunities for high risk students.

Based upon these objectives and plans, the District will accelerate efforts during the 1985-86 school year for getting wider support and the additional resources that the business community may be able to provide to help solve the dropout problem.

PART III--SENIOR HIGH SCHOOL PILOT PROGRAM

Senior high schools with high leaver/attrition rates will be selected to participate in a more intense Dropout Prevention and Recovery (DPR) Program and provided resources to implement the program.

Each high school's program will contain two components: 1) a prevention component, and 2) a recovery component. The prevention component is designed to provide dropout prevention information to all students attending the school and special counseling/guidance and educational resources to any student who is identified as exhibiting attitudes and behaviors that may lead to an early-school-leaving decision. The recovery component is designed to implement and support a coordinated student-school-home-community effort to encourage students who have dropped out to return and complete the requirements for high school graduation.

PART IV--MATRIX: INITIATING/EXPANDING DROPOUT PREVENTION/RECOVERY PROGRAMS

The matrix in this part provides a summary of representative programs and their funding implications in six main categories that may be initiated or expanded in the District's Dropout Prevention and Recovery Program. The programs to be initiated or expanded address each of the twenty-seven recommendations made in the previously cited January, 1985, "Study of Student Dropout in the Los Angeles Unified School District" as indicated by the recommendation numbers in the column at the far right.

It is important to understand that there are many additional programs that are related to the DPR Program but do not appear on the matrix because they are not among those recommended for expansion during the 1985-86 school year. Further, it should be understood that there may be cost factors related to certain programs but these are not new funding requirements.

INITIATING/EXPANDING PROGRAMS FOR THE 1985-86 SCHOOL YEAR TO MEET DROPOUT PREVENTION (DRP) GOALS

Key: 0 = No New District Funding Required
$ = Available in Tentative 1985-86 Budget
C = Categorical Funding and/or Mandated Programs
+ = Additional Funding Required
* = High School Pilot Program

	PROGRAMS TO BE INITIATED OR EXPANDED	ELEM.	JUNIOR HIGH	SENIOR HIGH	ADULT/ OE	Recom. 1-27 Jan. 85 Report
ATTENDANCE	1. Dropout Data Collection	+	$	$	+	1-3
	2. Automatic Telephone Dialers	+ (C)				
	3. Connecting Automatic Telephone Dialers to SDS	+ (C)	+ (C)	+ (C)		
	4. OSIS Centers (3 additional)	+	+	+		
	5. PSA Counselors (CAP, Magnet, Pilot Schools)	+ (C)	+ (C)	($)* + (C)		
INSTRUCTION/ OPTIONS/ INTERVENTIONS	6. Basic Activities Component	0	0	0		4, 5, 7-24
	7. Student Readiness (Pre-K) Language Development Program	+ (C)				
	8. Effective Schools Program	0	0	0		
	9. Guidance Committee	0	0	0		
	10. Educational Impacted Schools Program	+ (C)	+ (C)	+ (C)		
	11. District/Region DPR Staff Development	0	0	0		
	12. Continuation Schools			+		
	13. Adult Programs			+	+	
	14. School Review Panel			$*		
	15. Opportunity Classes		+			
	16. Counselors, Elementary	+ (C)				
	17. Psychologists, School	+ (C)	C	$* (C)		
	18. Bilingual Aides	+ (C)				
	19. Dropout Outreach			0		
	20. Tutorial Program		0	0		
PUBLIC AWARENESS	21. Media Campaign	0	0	0	0	6, 25
	22. Internal/External Communications	0	+	+	+	
	23. Advertisements	+	+	+	+	
	24. Attendance Incentives	+	+	+	+	
	25. Dropout Prevention Telephone Line	+	+	+	+	
BUSINESS/ COMMUNITY	26. Public and/or Private Community Service Agencies	0	0	0		26, 27
	27. Business Work Training (Intern/Training/Employment)			0		
	28. Community DPR Publicity Provided by Private Enterprise	0	0	0		
PILOT PROGRAM	29. Identifying High Risk Youth			$(*)		Rec. p. 73
	30. Provision of Counseling and Services to High Risk Youth			$(*)		
	31. School Dropout Prevention Program Adviser			$(*)		
LEGISLATION	32. Monitor Dropout Prevention/Recovery Legislation	0	0	0	0	26

PART V--APPENDICES

APPENDIX A Effective Schools Program

APPENDIX B Cooperative Programs to Expand Educational Opportunities for High School Students

APPENDIX C PINK MEMORANDUM NO. 54: Responsibilities of Secondary Schools to Implement and Operate a Tutorial Program

APPENDIX D Operation Stay-in-School Program

~~APPENDIX E MEMO: Timeline of Dropout Data Accumulation~~ not included

APPENDIX F MEMO: High Risk Youth Legislation (Proposed) 1985

LOS ANGELES UNIFIED SCHOOL DISTRICT
ADMINISTRATIVE REGIONS B AND C

EFFECTIVE SCHOOLS PROGRAM

Preparation For Excellence

During the past ten to fifteen years, serious questions have been raised about the effectiveness of schools. Many experts have stated that as compared to family background, schools do not make a difference. The charge has been made that the benefits children appear to get out of school are mostly the result of their family background, with whom they went to school and their general intelligence.

The findings of recent studies, however, take serious issue with the conclusion reached from earlier research. The most important finding, from a number of recent studies is that schools do make a difference, and that school policies and programs can lead to higher educational achievement regardless of family background and/or socio-economic status.

More Effective Schools

Recent research studies by the Rand Corporation in 15 LAUSD Chapter I schools in 1974, the 22 matched Early Childhood Education study by Madden in California school districts in 1977, and the Clark, Edmonds, Lotto and McCarthy analysis of 1200 urban schools, identified some key reasons why some schools succeed and why other schools do not work. All three research studies found that the following things were happening in effective urban schools:

- Strong principals who can motivate teachers and provide instructional support.
- Teachers had high expectations that all of their students could learn and master the subject matter.
- Parents participated daily and weekly in Parent Organizations while monitoring the instructional programs of the school.
- Teachers taught the five (5) basic subjects daily in highly structured classroom management settings.
- Teachers selected skill objectives and teaching procedures based on some standard testing, assessment and analysis of the students' educational needs.
- Staff development workshops were based upon the students' needs to improve the teaching procedures.
- Daily homework assignments of students, checked by both the teacher and the parent.
- A quiet, positive, working climate in the entire school, emphasized high standards of order, discipline, dress, cleanliness and courtesy.
- Staff morale and satisfaction were higher in successful schools where teachers felt that they were given student, parent and administrative support for their hard-working efforts.
- Most of the schools in the 3 major studies had enrollment ceilings, reduced student population and small classes.

All of the above schools in the 3 major studies defined school success in terms of: (1) Student achievement; (2) Positive student attitudes toward the school and themselves as learners; (3) Teachers' attitudes toward the school or the students as learners and (4) Community/Parent attitudes toward the school. Forty-six elementary principals of Administrative Region C have participated in a five-year long school management training project to explore and test these "more effective schools" procedures for adoption at their home schools. The Preparatory Schools Project for Region C grew out of this collegial training experience in an effort to provide models for replication.

EFFECTIVE SCHOOLS PROGRAM

Elementary Effective Schools' Components	Intermediate Effective Schools' Components	Senior High Effective Schools' Components
. Articulation process of schools' committees to develop curriculum alignment	. Articulation process of schools' committees to develop curriculum alignment	. Articulation process of schools' committees to develop curriculum alignment
. Reconfiguration: Grades Pre-K, K-5	. Reconfiguration: Grades 6-8	. Reconfiguration: Grades 9-12
. Staffing: No change	. Staffing: 50% elementary teachers desired	. Staffing: No change
. Student Contract/Commitment Agreement	. Student Contract/Commitment Agreement	. Student Contract/Commitment Agreement
. Spring planning process with faculty and parent committees for Fall implementation	. Spring planning process with faculty and parent committees for Fall implementation	. Spring planning process with faculty and parent committees for Fall implementation
. Parent/student orientation meetings	. Parent/student orientation meetings	. Parent/student orientation meetings
. Daily program schedules organized by grade levels to include 5 basic subjects	. Daily program schedules organized in 2 subjects and 2-hour blocks to eliminate passing time to generate a 45-minute 7th period	. Program schedules and counseling organized for more college preparation courses
. Self-contained classrooms and departmentalization in grades 4/5	. Sixth to eighth grade transition program	. Existing Magnet School Program
. Counseling team of PSA Counselor/ School Psychologist, RSP Person to reduce tardiness/absenteeism	. Home Room Teachers become counselors for their classes	. Counseling assignments for college counseling and tardiness/absenteeism reduction
. Staff Development workshops conducted twice a month by administrators and curriculum coordinators	. Staff Development workshops conducted twice a month by administrative team leaders or Dept. Chairpersons	. Staff Development workshops conducted twice a month by administrative team leaders or Dept. Chairpersons
. Grade level meetings twice a month conducted by administrators, curriculum coordinators and staff teachers	. Instructional grade and department meetings twice a month	. Department meetings conducted by chairpersons twice a month

EFFECTIVE SCHOOLS PROGRAM

Elementary Effective Schools' Components	Intermediate Effective Schools' Components	Senior High Effective Schools' Components
. Daily homework assignments to include three subjects	. Daily homework assignments	. Daily homework assignments
. Progress report cards every five weeks and parent conferences every ten weeks	. Progress reports every week and parent conferences every ten weeks	. Progress reports every seven weeks and parent conferences twice a year
. Instructional Pacing Plan of skills/ goals to be taught/submitted every five weeks and mastery tested	. Instructional Pacing Plan of skills/ goals/units submitted to administrators every ten weeks	. Instructional Pacing Plan of skills/ goals/units submitted for mastery testing every ten weeks
. Seven-step lesson plan process utilized and monitored in every lesson	. Seven-step lesson plan process utilized and monitored in every lesson	. Seven-step lesson plan process utilized and monitored in every lesson
. Weekly plan book utilized for five days of instructional planning	. Weekly plan book utilized for five days of instructional planning	. Weekly plan book utilized to frame continuity of instructional planning
. Each class organized into instructional groupings for directed lessons, reinforcement lessons, guided practice and independent activities	. Department and grade levels organized to provide daily directed lessons and independent assignments in learning teams	. Department and grade levels organized to provide directed lessons and independent assignments in learning teams
. SES/CAP/CTBS three or five-year profiles utilized for daily practice on pivotal skills, crititical thinking and hard facts in three basic subjects	. CAP/CTBS/WRITE/SHARP/TOPICS test data of three-year profiles utilized to pinpoint instructional needs, skills, goals to be taught	. CAP/CTBS/WRITE/SHARP/TOPICS/SAT three-year test data utilized to plan daily instruction
. Standard oral and written English emphasized	. Standard oral and written English emphasized	. Standard oral and written English emphasized
. After school tutorial program	. After school tutorial and enrichment classes	. After school tutorial classes

EFFECTIVE SCHOOLS PROGRAM

Elementary Effective Schools' Components	Intermediate Effective Schools' Components	Senior High Effective Schools' Components
. Saturday tutorial school with volunteer teachers, aides, parents and students	. Saturday tutorial school with volunteer teachers, aides, parents and students	. Saturday tutorial school with volunteer teachers, aides, parents and students
. Weekly student assemblies to build school pride, present awards, etc.	. Weekly student assemblies to build school pride and identity	. Weekly student assemblies to develop special projects and school pride
. Academic fairs conducted every two months as a culmination activity	. Academic fairs to highlight independent assignments	. Academic fairs to highlight research projects
. Parent/Training component	. Parent/Training component	. Parent/Training component
. Parent support groups such as Parent Patrol, Block Clubs, PTA and SAC organized to meet special needs	. Parent support groups such as Parent Patrol, Block Clubs, PTA and SAC organized to meet special needs	. Parent support groups such as Parent Patrol, Block Clubs, PTA and SAC organized to meet special needs
. Daily visitations by administrators and coordinators to supervise instruction	. Daily visitations by administrators and coordinators to supervise instruction	. Daily visitations by administrators and coordinators to supervise instruction
. Student/teacher/parent handbooks illustrating student/staff dress and behavior standards, instructional programs, contract, etc.	. Student/teacher/parent handbooks illustrating student/staff dress and behavior standards, instructional programs, contract, etc.	. Student/teacher/parent handbooks illustrating student/staff dress and behavior standards, instructional programs, contract, etc.
. Daily campus work assignments to clean and beautify campus	. Daily campus work assignments to clean and beautify campus	. Daily campus work assignments to clean and beautify campus
. Student/staff tardy reduction and attendance program	. Student/staff tardy reduction and attendance program	. Student/staff tardy reduction and attendance program
. Career and Consumer Awareness Program to emphasize the world	. Career and Consumer Awareness Program to emphasize the world	. Career and Consumer Awareness Program to emphasize the world

EFFECTIVE SCHOOLS PROGRAM

Elementary Effective Schools' Components	Intermediate Effective Schools' Components	Senior High Effective Schools' Components
of work in Social Studies	of work in Social Sciences	of work in Social Sciences
. Bilingual/Lau instructional program to meet the needs of LEP students	. Bilingual/Lau instructional program to meet the needs of LEP students	. Bilingual/Lau instructional program to meet the needs of LEP students
. Gifted program with special emphasis in the after school and Saturday tutorial programs	. Gifted program with special emphasis in the after school and Saturday tutorial programs	. Gifted program with special emphasis in the after school and Saturday tutorial programs
. Instructional Assistance Teams training in instructional practices twice a month to ensure articulation	. Instructional Assistance Teams training in instructional practices twice a month to ensure articulation	. Instructional Assistance Teams training in instructional practices twice a month to ensure articulation
. Intermural and Intramural sports design at recess, lunch and after school	. Intermural and Intramural sports design at recess, lunch and after school	. Intermural and Intramural sports design at recess, lunch and after school
. Inter-grade, intra-subject and interdisciplinary cooperation in aligning curriculum needs	. Inter-grade, intra-subject and interdisciplinary cooperation in aligning curriculum needs	. Inter-grade, intra-subject and interdisciplinary cooperation in aligning curriculum needs
. Regular instructional team meetings and team-teaching by subject and grade levels	. Regular instructional team meetings and team-teaching by subject and grade levels	. Regular instructional team meetings and team-teaching by subject and grade levels
. Utilization of heterogeneous and homogeneous groupings as dictated by program design	. Utilization of heterogeneous and homogeneous groupings as dictated by program design	. Utilization of heterogeneous and homogeneous groupings as dictated by program design
. Weekly instructional bulletins illustrating previous staff development training topics	. Weekly instructional bulletins illustrating previous staff development training topics	. Weekly instructional bulletins illustrating previous staff development training topics
. Weekly newsletter to parents	. Weekly newsletter to parents	. Weekly newsletter to parents

EFFECTIVE SCHOOLS PROGRAM

Elementary Effective Schools' Components	Intermediate Effective Schools' Components	Senior High Effective Schools' Components
. Brochure illustrating the Effective Schools Program	. Brochure illustrating the Effective Schools Program	. Brochure illustrating the Effective Schools Program
. Chapter I, SIP, Basic Activities, SB 813 and Quality Indicators are all molded into the core program	. Chapter I, SIP, Basic Activities, SB 813 and Quality Indicators are all molded into the core program	. Chapter I, SIP, Basic Activities, SB 813 and Quality Indicators are all molded into the core program

DRAFT

COOPERATIVE PROGRAMS TO EXPAND EDUCATIONAL OPPORTUNITIES for HIGH SCHOOL STUDENTS

LOS ANGELES UNIFIED SCHOOL DISTRICT
DIVISION OF ADULT AND OCCUPATIONAL EDUCATION
and
SENIOR HIGH SCHOOLS DIVISION
1985

COOPERATIVE PROGRAMS TO EXPAND EDUCATIONAL OPTIONS FOR HIGH SCHOOL STUDENTS

BACKGROUND:

There is a need to expand educational options for high school students and relieve overcrowding through the cooperative utilization of all school facilities and the coordinated implementation of counseling and instructional services.

In order to address this need, a committee was formed with representatives from School Operations, the Offices of Instruction and Special Projects, and the Senior High Schools and Adult and Occupational Education Divisions. Field and central office staff were present to provide input relative to possible models which could be implemented as early as July 1, 1985. The committee has been meeting regularly since November of 1984. Three models have been developed. This informative describes these models along with a cooperative counseling component.

COMMITTEE OBJECTIVES:

To implement a cooperative counseling and student programming process which maximizes the students' capacity to utilize both high school and adult school instructional programs and facilities to achieve their goals.

To provide additional instructional offerings to supplement the high school programs, including the Diploma Plus program, language acquisition, and job training and placement services.

To extend students' time schedules to include classes for credit offered in the late afternoon, evening, and on Saturday on a full semester or individualized learning contract basis.

To pursue additional strategies which will improve cooperative working relationships between the Senior High School Division and Division of Adult and Occupational Education staffs.

CONTENTS OF THIS REPORT:

Models I, II, and III with specific objectives and budget implications

A cooperative Counseling Component with specific objectives

Attachments:

a. Student Survey for Model II (Belmont/Friedman Pilot)
b. Operational Characteristics

COOPERATIVE PROGRAMS TO EXPAND EDUCATIONAL OPTIONS FOR HIGH SCHOOL STUDENTS

MODEL I

DESCRIPTION:

This model extends the existing opportunities for high school students by providing additional classes for credit in the late afternoon, evening and on Saturdays as part of the student's comprehensive plan developed by the counseling staff of the senior high school. It provides a flexible scheduling pattern which allows a wide variety of class and time sequences to fulfill the requirements for the high school diploma. It allows students interested in acquiring additional class sequrences (vocational education, literacy, language acquisition, or make up credits) to pursue them as a component of a comprehensive plan developed with the high school counselor and the adult school counselor.

Finally, it allows students, who are not able to complete the high school requirements within the normal chronological sequences, to remain in school until the requirements are met.

All instruction in Model I occurs on the site jointly administered by the senior high and adult school staff.

OBJECTIVES:

To develop cooperative working relationships among day and evening adult school administrative, counseling, and teaching staff.

To utilize cooperatively the resources and campus facilities.

To provide educational opportunities for high school students beyond the regular school day and extended opportunities for the adult school students.

To provide flexible programming for students based upon individual goals, needs and schedules.

To increase the number of students who are concurrently enrolled receiving shared counseling services and marketable job skills and/or a diploma.

To develop cooperatively a list of options and resources for students.

To increase positive attitudes and working relationships between the high school and adult school staffs.

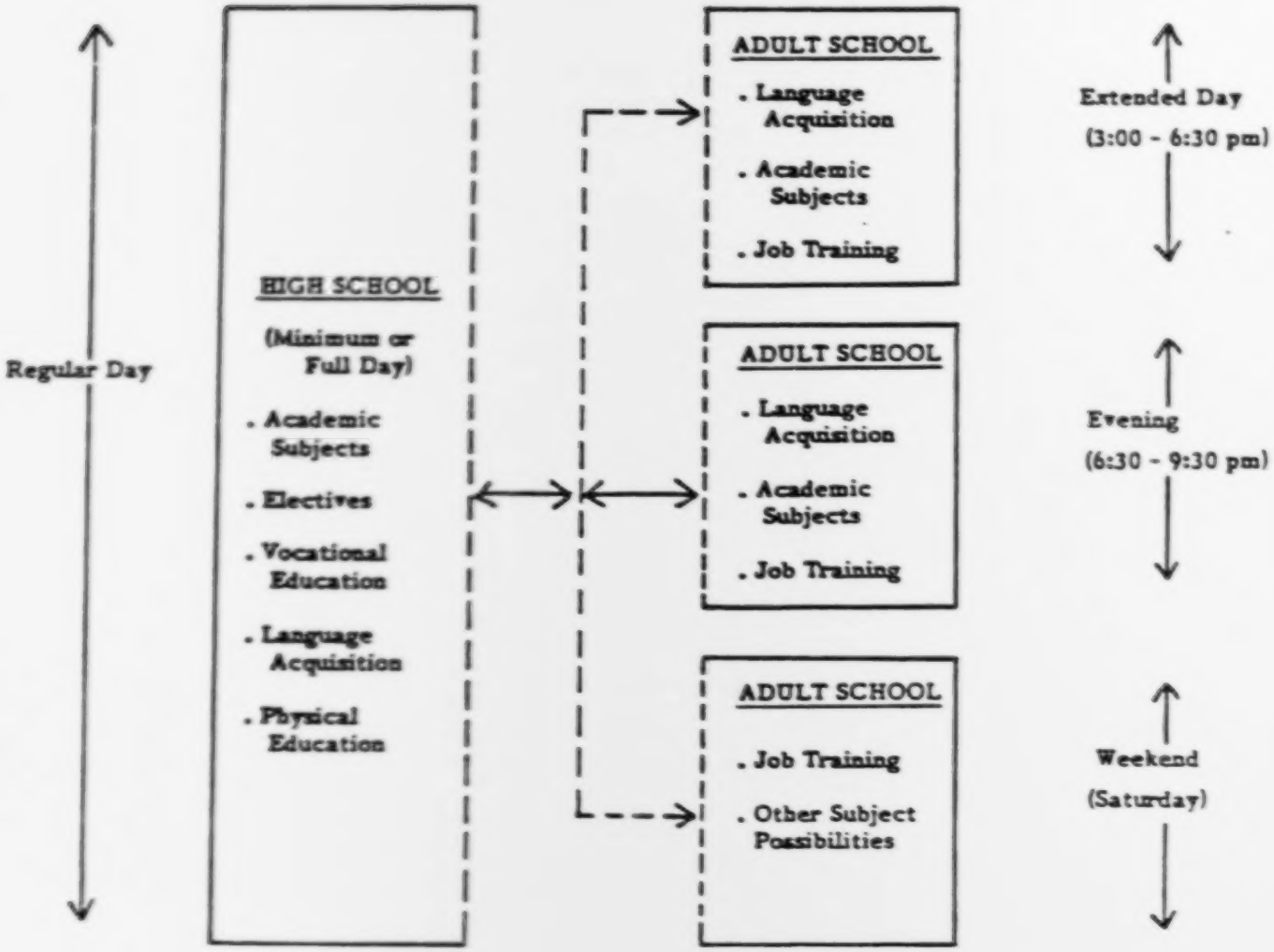
BUDGET IMPLICATIONS:

All classes and options in Model I utilize existing administrative and support staff. Additional classes which may be required for late afternoon, Saturday, and evening classes will be provided by the Division of Adult and Occupational Education as budget permits for each campus. Instructional materials required by high school students enrolled in adult programs will be provided by the Division of Adult and Occupational Education.

Additional security, counseling, and instructional support will be sought from the concurrent student apportionment intended for this type of student.

COOPERATIVE PROGRAMS TO EXPAND
EDUCATIONAL OPTIONS FOR HIGH SCHOOL STUDENTS

MODEL I



COOPERATIVE PROGRAMS TO EXPAND EDUCATIONAL OPTIONS FOR HIGH SCHOOL STUDENTS

MODEL II

DESCRIPTION:

This model provides extended instructional and site opportunities for a substantial number of high school students by providing a concurrent educational program between one or more high schools and a regional occupational center. High School Students are enrolled in a minimum day program in the high school and three or more periods in the regional occupational center. In cases where there is a transportation hardship, one class is waived from the minimum day requirement. This model uses a cooperative counseling component through which students will be offered expanded educational options and a flexible time schedule developed from a fourteen hour daily, six day per week time base. Each student's plan is developed and maintained jointly by the high school and regional occupational center counselors.

OBJECTIVES:

To develop cooperative working relationships among senior high school, adult school, regional occupational center administrative, counseling, and teaching staffs.

To utilize fully the resources and facilities of the regional occupational centers and community adult schools.

To provide flexible programming and expanded course offerings for students based upon individual goals, needs, and schedules.

To develop cooperatively a list of options and resources for students.

To increase the number of concurrently enrolled students receiving shared counseling services and marketable job skills and/or a diploma.

To provide instruction in the pre-employment skills necessary to obtain and keep a job.

To implement a program which integrates academic skills and vocational competencies.

BUDGET IMPLICATIONS:

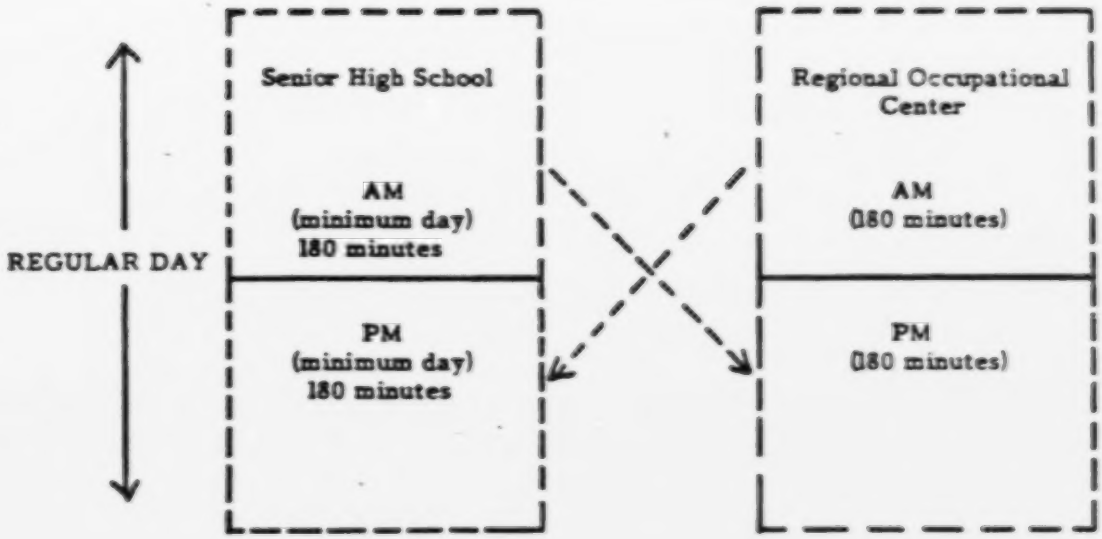
The Division of Adult and Occupational Education will provide staffing and facilities consistent with the school schedules of the contributing high schools.

Currently, a half time ROP advisor position is assigned to each high school campus by the Adult Division, under the supervision of the high school principal. Additional student recruitment and follow up, counseling services, security, supervision, and instructional support will be obtained from the concurrent student differential apportionment intended for this type of student.

It is recommended that the District provide limited transportation for students participating in this program.

COOPERATIVE PROGRAMS TO EXPAND
EDUCATIONAL OPTIONS FOR HIGH SCHOOL STUDENTS

MODEL II



PILOT PROGRAM:

Belmont High School sends up to 600 students to Friedman Occupational Center (300 in the morning and another 300 in the afternoon). The starting date is July 1, 1985, with student recruitment beginning May 13, 1985.

COOPERATIVE PROGRAMS TO EXPAND EDUCATIONAL OPTIONS FOR HIGH SCHOOL STUDENTS

MODEL III

DESCRIPTION:

This model provides extended instructional and attendance options for high school students who wish to participate in senior high school and adult education programs during the regular school day. These students are enrolled in a minimum day program in the high school and take additional course work at the adult school.

Vocational training, career preparation, basic education, and linkages with business and industry would be expanded for this program.

This model uses a cooperative counseling component through which students will be offered expanded educational options and a flexible time schedule developed from a fourteen hour daily, six day per week time base. Each student's plan is developed and monitored jointly by the high school and adult school counselor.

This program would be open to adults and out of school youth during the regular school day as well as in the late afternoon, evening and on Saturday.

OBJECTIVES

To develop cooperative working relationships among senior high school, adult school, regional occupational center administrative, counseling, and teaching staffs.

To utilize fully the resources and facilities of the regional occupational centers and community adult schools.

To provide flexible programming and expanded course offerings for students based upon individual goals, needs, and schedules.

To develop cooperatively a list of options and resources for students.

To increase the number of concurrently enrolled students receiving shared counseling services and marketable job skills and/or a diploma.

To provide instruction in the pre-employment skills necessary to obtain and keep a job.

To implement a program which integrates academic skills and vocational competencies.

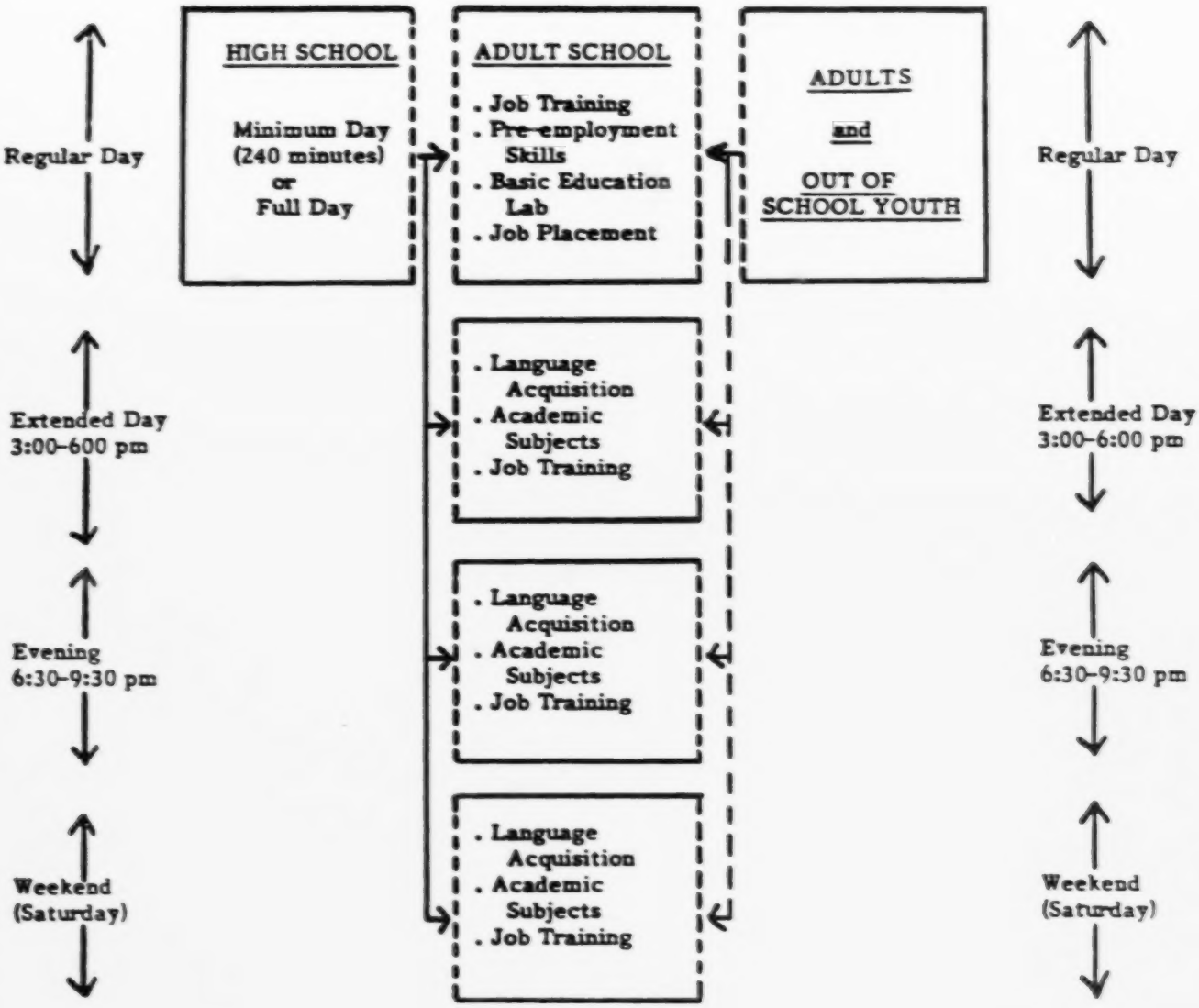
BUDGET IMPLICATIONS:

The Division of Adult and Occupational Education will provide staffing and facilities consistent with the school schedules of the contributing high schools.

Currently, a half time ROP advisor position is assigned to each high school campus by the Adult Division, under the supervision of the high school principal. Additional student recruitment and follow up, counseling services, security, supervision, and instructional support will be obtained from the concurrent student differential apportionment intended for this type of student.

COOPERATIVE PROGRAMS TO EXPAND
EDUCATIONAL OPTIONS FOR HIGH SCHOOL STUDENTS

MODEL III



PILOT PROGRAM:

Jordan High School with a starting date of September, 1985.

COOPERATIVE PROGRAMS TO EXPAND EDUCATIONAL OPTIONS FOR HIGH SCHOOL STUDENTS

COOPERATIVE COUNSELING COMPONENT

OBJECTIVES:

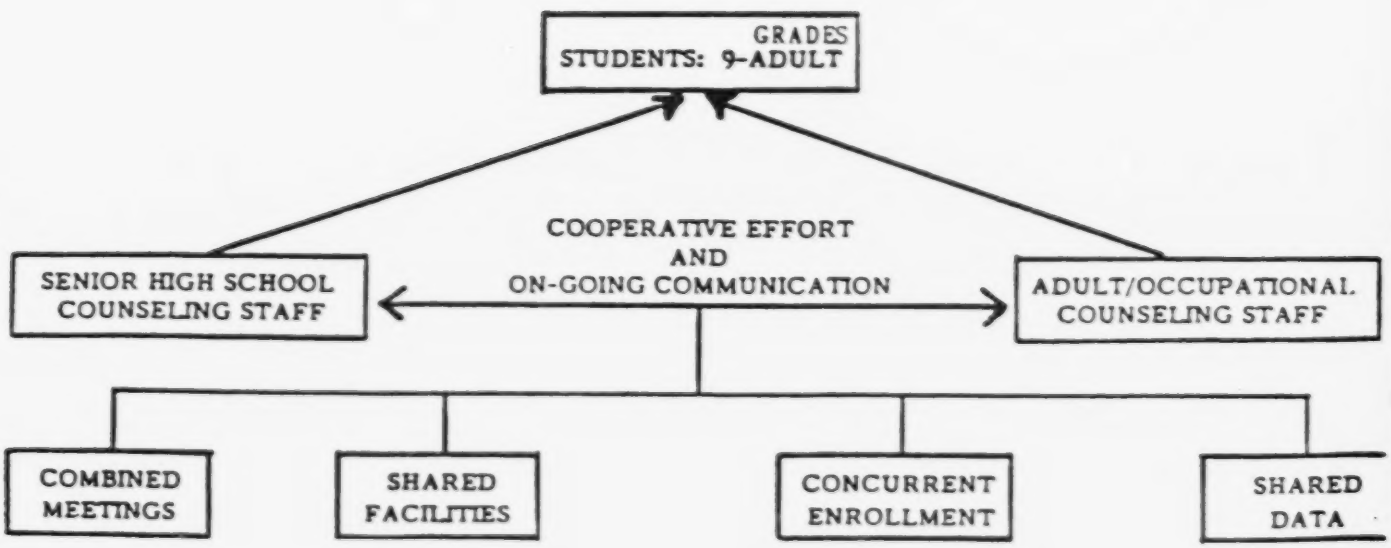
To develop cooperatively a list of options and resources for high school students

To make students aware of educational options leading to a high school diploma including:

- -flexible time schedules for school attendance
- -individualized learning contracts
- -short term job training

To increase the number of students enrolled in both regular day high school classes and adult education programs

To plan and monitor individual programs and progress of shared students.



Belmont High School

Student Survey

A vocational education program will be available for Belmont High School students at Friedman Occupational Center beginning July 1, 1985.

I. Course Offerings

If you are interested in this program, please check your first and second choice of classes from the following list:

1st	2nd	TRADE AND INDUSTRIAL
___	___	Auto Alignment and Brake Service
___	___	Auto Body Repair
___	___	Auto Tune Up Lab
___	___	Auto Tune Up Emmission Control
___	___	Blue Print Reading and Drafting
___	___	Brickmasonry
___	___	Commercial Art
___	___	Computer Typesetting and Paste Up
___	___	Digital Business Machine Repair (Computer Repair)
___	___	Electro-mechanical Drafting
___	___	Electronic Assembly
___	___	Fashion Design
___	___	Machine Shop
___	___	Major Appliance Repair
___	___	Office Machine Repair
___	___	Offset Printing
___	___	Sheet Metal
___	___	Television Servicing
___	___	Wallpaper Hanging

BUSINESS EDUCATION

___	___	Business Computer Occupations Programming/Processing
___	___	Grocery Checking
___	___	Word Processing

HEALTH OCCUPATIONS

___	___	Clinical Assistant
___	___	Nursing Assistant
___	___	Hospital Ward Clerk

II. Please list any additional courses you would like to see offered;

_____, _____, _____

III. Student Information;

Name _____, Track _____

School Grade _____, Counselor _____

LOS ANGELES UNIFIED SCHOOL DISTRICT
Division of Adult and Occupational Education

OPERATIONAL CHARACTERISTICS

OPEN ENTRY - OPEN EXIT

Students enroll every Monday all year and graduate from class/program when specific objectives are met (nearest Friday). "Graduations" relate to the achievement of specific short term goals of the student and/or the referral agency.

COMPETENCY BASED PROGRAMS

All subjects: Remediation, literacy, high school subjects, prevocational, preparation, language training, vocational education and job training. Students begin where diagnostic tests indicate and progress at their own rate. Challenge tests provide each student with an opportunity to demonstrate performance. Each class/program maintains specific "performance" or "competencies" to be achieved at the student's own rate.
Seat time is not a factor!

MULTIPLE SUCCESS

Adult school diplomas, GED, state diploma equivalency certificate, training certificates, state licensing, apprenticeship programs, job placement, junior college placements, private school placements.

FLEXIBLE PROGRAMMING

Fourteen hour daily service up to six days per week. Modular instructional blocks of any length with subject and site flexibility. Flexible combinations of prevocational, vocational and job preparation skills.

ACCESS

Instruction tailored to student, business/industry needs.
700+ locations - one stop enrollment, on any site.
Utilize available District locations and specially designated facilities.

PERFORMANCE BASED INSTRUCTION AND EVALUATION

Many programs require specific performance levels to receive and maintain funding. Some reimburse District only after performance actually achieved. All programs reimbursed only for students actually attending. No absentee credit. Non-contract programs remain open only if client demand (attendance) is sustained.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of Secondary Instruction

MEMORANDUM NO. 54
November 6, 1984

SUBJECT: RESPONSIBILITIES OF SECONDARY SCHOOLS TO IMPLEMENT AND OPERATE A TUTORIAL PROGRAM

I. Introduction
II. Critical Tasks to be Accomplished
III. Operation of a Tutorial Program
IV. Budget
V. Dates Reports Due

I. INTRODUCTION

On August 30, 1984, the Board of Education approved funding for a tutorial program in the 24 PHBAO senior high schools and the 40 PHBAO junior high schools. Funds are also available to extend the program to all other secondary schools. The principal of each participating secondary school is assigned the responsibility of developing and operating a tutorial assistance program which focuses on increasing academic achievement, improving basic communication skills, including reading comprehension, and assisting students to pass the required competency examinations. The goal is to provide services to at least ten percent of each school's enrollment.

II. CRITICAL TASKS TO BE ACCOMPLISHED

1. Establish a school steering committee which includes representatives from academic subject areas and an administrator.
2. Obtain input from staff, parents, students, and community.
3. Plan a schoolwide program.
4. Review proposed plan with staff, parents, students, and community.
5. Finalize plan, making needed revisions.
6. Publicize the program in the school and community.
7. Select tutors and other personnel to operate program.
8. Provide training for tutors.
9. Orient faculty, staff, and students.
10. Implement procedures for identifing students in need of tutorial assistance.

11. Assign students to tutors.

12. Establish attendance policies including procedures for dealing with students who miss one or more tutoring sessions.

13. Provide opportunities at midterm and final marking periods to add students to the program and to discontinue services for students who are no longer in need of assistance.

14. Submit school budget planning worksheet and tutorial program description to Region/Division Superintendent by November 30, 1984.

15. Hold monthly meetings of the steering committee and department chairpersons to evaluate progress and strategies and make needed changes.

16. Collect evaluation data.

17. Complete evaluation summary.

18. Submit summary to Office of Secondary Instruction.

III. OPERATION OF A TUTORIAL PROGRAM

The tutorial program will focus on increasing academic achievement, improving basic communication skills, including reading comprehension, and assisting students in passing the competency examinations.

A. Models of Tutorial Components

Accompanying this memorandum are descriptions of six tutorial components. Schools may select one or more of the model components or may develop their own programs. Each program must include an established procedure for identifying students in need of assistance and assigning them to tutors. In addition, schools must include a component that offers assistance to students on a walk-in basis. It is suggested that the program be in operation Monday through Thursday, after school, for one hour or two hours a day. A Saturday program may also be established.

B. Sample Forms

Schools may develop their own forms or use some or all of the sample forms included with this memorandum.

C. Selection and Training of Personnel

Teachers may receive professional expert pay for tutoring outside of school hours. Teacher assistants/college students, counseling assistants, and instructional aides may also be hired. In order to provide the greatest number of tutors possible, it is recommended that schools employ peer tutors from the local school and/or nearby high schools. Schools may provide from tutorial funds a coordinatorship to a teacher who will be responsible for selecting tutors, assigning students to receive tutoring, maintaining records, and other related duties.

All tutors, other than teachers, must attend one or more special training sessions where they will learn how to help students approach problems and apply problem-solving skills. The training will emphasize methods to help students learn the process for arriving at solutions, rather than providing answers.

D. Identification of Students

Each program must include a procedure for subject-field teachers to identify students who can improve scholastically with tutorial assistance. In addition, there must be a means for parents to request and receive tutorial assistance for their youngsters and for students to volunteer to receive tutorial assistance.

E. Assigning Students to Tutors

- A procedure must be established for assigning students to tutors.
- Peer tutors are generally assigned one to three students, but may be assigned no more than five students per hour.
- Participating students must receive a minimum of one hour of tutorial assistance a week.
- Opportunities must be provided during the year for students to be added to the program and for discontinuing services to students who are no longer in need of assistance.
- The midterm and final marking periods are appropriate times to schedule students in and out of the program. The same or different students may participate in each cycle.
- The goal is to serve at least 10 per cent of the students.

F. Course Credit

Students working outside of school hours as paid peer tutors will not earn credit toward high school graduation for their services. A peer tutor will not be able to put in the required hours to receive course credit for Work Experience. Because peer tutoring is performed outside of school hours, the peer tutor will not qualify for course credit for School Service or Tutoring Service.

G. Motivation

Schools are encouraged to promote enthusiastically the tutorial program as a means of improving academic achievement, not only for the student in need of remediation, but also for the academically able learner. Recognizing the importance of motivation as a prerequisite to scholastic success, it is expected that the school will provide substantial encouragement for students to attend tutorial sessions and will provide students with appropriate recognition for their efforts.

IV. BUDGET

Included with these materials is a school budget planning worksheet with the school's allocation. The allocation is to be used to provide direct services to identified students who need tutorial assistance. The Urban Classroom Teacher Program schools will not need to use their budget to pay teachers. UCTP schools will, therefore, have funds available to hire additional peer tutors, instructional aides, or teacher assistants to provide tutoring services. However, UCTP teachers presently tutoring may do additional tutoring for professional expert pay.

Fifty per cent of the funds will be allocated in the fall semester. The remaining funds will be allocated in the spring semester based on the extent to which schools have implemented the program.

V. DATES REPORTS DUE

Each school is to complete and submit to the Region/Division Superintendent by the dates shown the following:

School Tutorial Program	November 30, 1984
School Budget Planning Worksheet--Fall Semester	November 30, 1984
School Budget Planning Worksheet--Spring Semester	March 15, 1985
Interim Evaluation Summary	March 4, 1985
Final Evaluation Summary	June 3, 1985

For assistance, please call Rosalyn S. Heyman, Assistant Superintendent, Office of Secondary Instruction, at 625-6403.

APPROVED: JOSEPH P. LINSCOMB, Associate Superintendent, Instruction

DISTRIBUTION: Principals of Junior and Senior High Schools

32:33

MODELS OF TUTORIAL COMPONENTS

	TIME FRAME	ACTIVITY DESCRIPTION	PERSONNEL REQUIRED
COMPONENT 5 HOMEWORK HOTLINE	4 nights a week 2 hours per day late afternoon or early evening	Schools set up a local "Homework Hotline." Students phone in homework questions to be answered by teachers or teacher assistants/ college students. Schools will designate subject areas.	2 to 3 teachers or 2 to 3 teacher assistants/college students
COMPONENT 6 SATURDAY TUTORING	2 to 4 hours	Tutoring is provided to assigned students by teachers who tutor, maintain attendance records, and supervise the work of peer tutors and/or teacher assistants/college students. In addition to the students assigned, students may attend on a walk-in basis.	2 teachers Peer tutors Teacher assistants/ college students

MODELS OF TUTORIAL COMPONENTS

	TIME FRAME	ACTIVITY DESCRIPTION	PERSONNEL REQUIRED
COMPONENT 1 DEPARTMENTAL TUTORING	4 days a week 1 hour per day	One or more teachers from each academic discipline are selected to cover the after-school tutorial program. Each teacher in the department identifies students in need of tutorial assistance. The selected teacher(s) provide tutoring in the classroom, maintain attendance records, and/or supervise peer tutors or teacher assistants/college students. In addition to the students assigned, students may attend on a walk-in basis.	1 teacher from each academic area Peer tutors Teacher assistants/ college students
COMPONENT 2 TUTORING SEMINARS	4 days a week 1 hour per day	Seminars focus on math, science, English, and social science. Each day a teacher with expertise in that subject area gives a mini presentation of 10 to 15 minutes on a selected concept. Then students work to master the concept with the assistance of peer tutors and/or teacher assistants/college students. Students are notified, in advance, of the subject area and concept to be covered through the school bulletin. In addition to the students assigned, students may attend seminars on a walk-in basis.	1 coordinator 1 teacher per day 1 or 2 peer tutors Teacher assistants/ college students
COMPONENT 3 COMPETENCY TESTING ASSISTANCE	3 days a week 1 hour per day	Students who have failed one or more of the competency tests receive individual and small group assistance. One competency area is scheduled for each of the three days. In addition to the students assigned, students may attend on a walk-in basis.	1 coordinator 6 to 9 peer tutors or Teacher assistants/ college students
COMPONENT 4 TUTORING CENTER	4 days a week 1 hour per day	One central location such as the library serves as the tutoring center. Sections of the center are designated for each academic subject area. The coordinator or a teacher maintains attendance records and supervises the tutoring by peer tutors and/or teacher assistants/college students in each subject area. In addition to the students assigned, students may attend on a walk-in basis.	1 coordinator 1 or 2 teachers Peer tutors and/or Teacher assistants/ college students

LOS ANGELES UNIFIED SCHOOL DISTRICT
Student Adjustment Services

OPERATION STAY-IN-SCHOOL PROGRAM

A. PROPOSAL

In order to provide services to areas of the District not presently served, it is proposed that the Board of Education approve an expansion and augmentation of the Operation Stay-In-School Program.

B. BACKGROUND

Operation Stay-In-School (OSIS) is a cooperative effort of the Student Adjustment Services Branch and law enforcement agencies. The legal bases for this program are the provisions in California Education Code Sections 48264 and 48265.

Youth of compulsory school attendance age (6-18) found on the streets during school hours are questioned by representatives of law enforcement agencies, and, if appropriate, are taken to OSIS Centers. At the centers, the students are interviewed by Pupil Services and Attendance Counselors. Parents are contacted, counseled, and requested to take the students to their schools. When appropriate students and parents are referred to other PSA Counselors for follow-up services. As a collateral benefit, when students are returned to their schools state A.D.A. money is generated.

Since OSIS was begun in 1974, approximately 120,000 students have been involved in the program. There are currently 10 OSIS units operating in eleven centers, as indicated in the attached directory (Exhibit A). School administrators, law enforcement personnel, community agency representatives, and parents have indicated they believe the OSIS Program provides the following benefits:

1. Improved student attendance
2. Identification of chronic truants for follow-up counseling
3. Contact with dropouts and other nonenrollees who are referred to appropriate school programs
4. Fewer incidents of inappropriate student behavior in the vicinity of campuses during school hours
5. A reported reduction of local daytime burglaries and shoplifting

C. NEEDS ASSESSMENT

1. Observations and rationale regarding additional OSIS Centers:

The current locations of the OSIS Centers are indicated by asterisk and name on the attached map (Exhibit B). Areas where OSIS Centers have been suggested are identified by the numbers 1 - 5.

Area 1 is located in south-central Los Angeles. It is an area with very serious school attendance and gang problems. It is felt that at least one counselor and two aides would be needed to staff the center. Protection of the OSIS staff would be a serious concern, unless the center is located in a police station.

Area 2 is in the heavily overcrowded Region B. An OSIS Program in this area will require the resolution of some problems related to the many year-round schools with non-traditional schedules and to the several police jurisdictions involved.

Area 3 is in the Hollywood/Santa Monica Boulevard area. Because of the large number of runaways and other types of homeless youth in this area, it is felt that an eight-hour OSIS Center there would not be feasible. A full-service, 24-hour center would be required to respond to the many needs of young people in this area. This operation would require a cooperative multi-agency approach.

Area 4 is in the northwest portion of the San Fernando Valley. An additional unit here would not only provide OSIS coverage in the northwest area but also needed flexibility in the deployment of the OSIS staff. Currently, because of the size of the valley and the distances from the other centers, it is difficult to transfer staff in a timely manner.

Area 5 is located in the southwestern part of Region D. There are two federally-funded Project Heavy West OSIS-type programs operating in that area with the cooperation of the District. This reduces the need for adding another OSIS Center in the area.

D. RECOMMENDATIONS

Three additional PSA Counselors to staff OSIS Centers in south central Los Angeles, the San Fernando Valley, and the South Gate/Bell areas.

Four Pupil Attendance Aides to assist in the new units, two in south central Los Angeles, one each in the Valley and the South Gate/Bell area.

An additional three Pupil Attendance Aides are needed to supplement the seven 8-hour Aides currently in the budget. Minimal staffing for the existing ten OSIS Units requires one counselor and at least one 8-hour aide for each unit. (Support is currently being supplied in the form of Campus Aides, who are less qualified individuals limited to 6-hour assignments.)

D. PROJECTED FIRST YEAR COSTS

cost items	salary/expenses	fringe benefits	
3 PSA Counselors (Schedule D33 - C-Basis)	$94,125	$19,662	
7 Pupil Attendance Aides (Step 3 - C-Basis)	77,255	39,786	
Office supplies, forms, materials, equipment	2,500		
Telephone expenses (installation and use)	1,800		
Total	$175,680	$59,448	
Grand total			$235,128

DROPOUT PROJECT EXHIBIT A

NO-SHOW STUDENTS

TIME	NOW	SDS	NEW	ACTIVITY
SPRING, 1985	X	X		1. Junior High personnel download information regarding matriculating students onto TI990 computer platter.
	X	X		2. Junior High personnel delete information regarding matriculating students from school SDS database.
SUMMER, 1985	X	X		3. SDS personnel load information from platters into High School TI computer.
1985-86 SCHOOL YEAR				
1st School Month	X	X		4. High School personnel print list of No-Shows (AT03).
	X			5. High School and PSA personnel attempt to locate No-Show students.
			X	6. Dropout personnel attempt to locate No-Show students at 12 pilot schools and affiliated feeders.
4th Week	X	X		7. High School personnel delete No-Show students from assigned Homerooms.
		X	X	8. High School personnel transfer No-Show students to a phantom Homeroom (i.e. XXX).
		X	X	9. High School personnel run ID99,1 (No-Show Student List) of all students in Homeroom XXX.
	X	X		10. High school personnel delete No-Show students from school SDS database.
	X	X		11. High School personnel run ID02.
2nd School Month			X	12. High School personnel send ID99,1 (No-Show Student List) to Dropout Project Coordinator.
			X	13. Dropout Project Coordinator receives lists.
			X	14. Dropout Coordinator gives list to data specialist.
			X	15. Information Services personnel enter Name, DOB and Last School Attended into central computer.
3rd & 8th School Months			X	16. Dropout personnel send list of pupils recorded as No-Shows to school holding cum records.
			X	17. School personnel indicate on list if cum records were requested.
			X	18. School personnel return lists.
			X	19. Dropout Project Coordinator receives lists.
			X	20. Dropout Coordinator gives lists to data specialist.
			X	21. Information Services personnel update central computer files regarding students for whom records HAVE been requested within 45 days.
9th School Month			X	22. Information Services personnel enter required State information into central computer (from ID99,1 lists) for students for whom records HAVE NOT been requested within 45 days.
SUMMER, 1986			X	23. Research and Evaluation personnel complete District, State and other reports.

DROPOUT PROJECT EXHIBIT B

45-DAY ABSENTEES

TIME	NOW	SDS	NEW	ACTIVITY
1st School Month	X			1. School personnel (and assigned PSA, if any) attempt to return students to school.
1-10 Days	X			2. Students may or may not become inactive (depending upon circumstances).
11th Day	X			3. School and PSA personnel attempt to return inactive students to school.
12+ Days			X	4. Dropout Counselors attempt to return students at the 12 pilot schools and affiliated feeders to a school program (not necessarily the same school).
Monthly Statistical Reporting Day	X	X		5. School personnel run AT03B (Daily Absence Report).
			X	6. School personnel send end-of-month Daily Absence Report to Dropout Project Coordinator.
			X	7. Dropout Project Coordinator receives reports.
				8. Dropout Coordinator sends reports to data specialist.
			X	9. Data Specialist tracks those students absent 20 or more days.
			X	10. Information Services personnel enter State required information into central computer regarding long-term absences of over 45 days.
			X	11. If a change is made in the status of any 45-day student (returns to school, withdraws, etc.) Information Services Personnel appropriately update central computer files.
End of 1985-86 School Year		X	X	12. School personnel run ID99,4 (45-Day Absence Report) and send a copy to the Dropout Project Coordinator.
			X	13. Dropout Project Coordinator receives reports.
			X	14. Dropout Coordinator gives reports to data specialist.
			X	15. Information Services personnel enter State required information into central computer.
SUMMER, 1986			X	16. Research and Evaluation personnel complete District, State and other reports.

DROPOUT PROJECT EXHIBIT C

WITHDRAWING STUDENTS

TIME	NOW	SDS	NEW	ACTIVITY
Monthly Statistical Reporting Day		X	X	1. School personnel make a copy of the second page of AT13 (E/L List) and send to Dropout Project Coordinator.
			X	2. Dropout Project Coordinator receives lists.
			X	3. Dropout Coordinator gives lists to data specialist.
			X	4. Information Services personnel enter name, DOB and school of each enrolling and withdrawing student into central computer.
End of 1985-86 Year		X	X	5. School personnel prepare an ID99,3 (Withdrawn Students/ No Records Requested Report) and send to Dropout Project Coordinator.
			X	6. Dropout Project Coordinator receives reports.
			X	7. Dropout Coordinator gives reports to data specialist.
			X	8. Information Services personnel enter State required information (from ID99s) into central computer for all students who withdrew prior to the 45-day mark and for whom records have not been requested.
SUMMER, 1986			X	9. Research and Evaluation personnel complete District, State and other reports.

DROPOUT PROJECT EXHIBIT D

NEW SCHOOL-RELATED DROPOUT TASKS

INTERVAL	TASK	TIME REQUIRED CLERICAL	TIME REQUIRED COMPUTER
End of 1st School Month	1. Run ID99,1 (No-Show Student List).		1 Hour
	2. Send ID99,1 to Dropout Project Coordinator.	Minimal	
Monthly	3. Update the new "Records Requested" field in ID01 for Withdrawing students for whom records have been requested during the school month.	1 Hr/Mo*	
	4. Send AT03B (Daily Absent Report) to Dropout Project Coordinator.	Minimal	
	5. Send AT13 (E/L List) to Dropout Project Coordinator.	Minimal	
3rd and 8th School Months	6. Receive list of students from Dropout Project Coordinator and indicate students for whom a request for records has been received.	2 Hours	
	7. Send completed list to Dropout Project Coordinator.	Minimal	
End of School Year (B Time)	8. Run ID99,4 (45-Day Absence Report).		Overnight
	9. Send ID99,4 to Dropout Project Coordinator.	Minimal	
	10. Run ID99,3 (Withdrawn Students/No Records Requested Report).		1 Hour
	11. Send ID99,3 to Dropout Project Coordinator.	Minimal	

NOTE: Months as used above are statistical reporting months. Year-round schools must repeat tasks for each track.

INTER-OFFICE CORRESPONDENCE
LOS ANGELES UNIFIED SCHOOL DISTRICT

TO: Dan Isaacs

Date April 23, 1985

FROM: David Myerhoff

SUBJECT: TIMELINE OF DROPOUT DATA ACCUMULATION

Attached is the final version of the Dropout Project data accumulation timeline as recommended by the ad hoc Data Committee.

Attachments (4)

cc: John Nagata

FORM 34-AEH-3 STK NO 8138011 Rev 4-78

State of California — Department of Education

Memorandum

To : HOLDING POWER GROUP

Date : April 25, 1985

File No.:

From : Ray Eberhard

By: Anthony J. Salamanca

Subject: HIGH RISK YOUTH LEGISLATION (Proposed) 1985

Listed are the three most comprehensive bills proposed this legislative session having to do with "high risk youth" and school "dropouts."

The bills are:

Senate Bill 65	by Senator Art Torres
Assembly Bill 2454	by Assemblywoman, Gloria Molina
Assembly Bill 1797	by Richard Alatorre

A comparison chart of the three bills is attached for your information.

HIGH RISK YOUTH LEGISLATION

A Comparison of Major Bills

1985

SB 65 - TORRES

TITLE: The School-Based Pupil Holding Power Improvement Program

DESCRIPTION:

- School Site Planning Councils at elementary and secondary schools.
- Coordination of state funds for school-based holding power program.
- Use of Student Study Team
- Outreach Consultant used at each school site.

AB 2454/AB 472 - MOLINA

TITLE: Elementary & Secondary School Dropout Prevention Act

DESCRIPTION:

- Special Review Teams to assist high schools, with a 50% dropout rate, to increase the school holding power.
- Public awareness campaign about the dropout problem and negative effects if high school or equivalent is not completed.
- Expand Counseling Services for grades 4-9, inclusive.
  - individualized academic advisement
  - career guidance
  - priority given to high risk youth
  - meeting with parent or guardians
  - parent education
- Student Dropout data collection, grades 7-12, coordinated by SDE

AB 1797 - ALATORRE

TITLE: Research Partnership Programs

DESCRIPTION:

- Educational Programs improvement for underachieving language minority pupils in high school.
- Activities to improve:
  - school effectiveness
  - school environment
  - curriculum instruction
  - school discipline
  - school attendance

SB 65 - TORRES

FUNDED ACTIVITIES

- o 102 Elementary School Sites
- o 102 Junior/Senior High School sites
- o 200 Outreach Consultants
- o 46 School District Alternative Education/Work Centers
- o 46 LEA Dropout Recovery Outreach Consultants
- o 9 Client-Centered Dropout Recovery Clinics (located where an LEA does not have an Alternative Education/Work Center).

FUNDING MECHANICS

- o Superintendent to select 200 school sites as specified in the bill.
- o Suspension of Statutory restrictions on State Categorical Aid and apportionment monies, some or all of the following:
  - Education Impact Aide for LEP & Compensatory Education (EIA)
  - School Improvement Program (SIP)
  - Special Education
  - Miller Unruh Reading
  - Adult Education
  - Independent Study
  - Opportunity Classes & Programs
  - Continuation Education
  - Work Experience
  - Regional Occupation Programs and Centers (ROP/C)

AB 2454/AB 472 - MOLINA

FUNDED ACTIVITIES

- o Unknown number of high schools would be selected for an external Special Review Team visit.
- o High school to implement a school-based holding power program based upon the findings of the Special Review Team.
- o Expanded Academic/Behavioral/ Vocational Counseling, grades 4-9.
- o Student Dropout Data collection, grades 7-12

FUNDING MECHANICS

- o Augmentation to the State's General Fund appropriation for the 1985-86 Fiscal Year.
- o High schools with a critical dropout rate selected by the State Superintendent as specified in the bill.
- o Expansion of Counseling Services to all schools, grades 4-9, inclusive.
- o High schools, grades 7-12 to be reimbursed for dropout data collection effort.

AB 1797 - ALATORRE

FUNDED ACTIVITIES

- o 20 high schools to implement specially designed program for "at-risk pupils."
- o Each funded school to form a partnership with a competent research partner for a 3 to 5 year partnership.
- o EIA expansion funds to focus on the Educational needs of language minority pupils in high school, grades 7-12, inclusive.

FUNDING MECHANICS

- o Augmentation to the State's General Fund appropriation for the 1985-86 State Fiscal Year.
- o 20 high schools to be selected by the State Superintendent as specified in the bill.
- o Control language on the EIA expansion funds for the 1985-86 State Fiscal Year via an amendment to the Intra-district Allocation Plans in favor of underachieving language minority pupils.

SB 65 - TORRES	AB 2454/AB 472 - MOLINA	AB 1797 - ALATORRE
FISCAL ALLOCATIONS I. Holding Power Program Sites $11,400,000 o Elementary Schools o Junior/Senior Schools o Dropout Recovery Centers II. Educational Clinics Pilot Programs $ 1,900,000	FISCAL ALLOCATIONS I. Dropout Data Collection grades 7-12. $ 500,000 II. High School External Review Teams $4,800,000 III. Expanded Counseling Services, grades 4-9 $13,700,000	FISCAL ALLOCATIONS I. School-based research Partnership Programs. $1,000,000 II. Economic Impact Aid (EIA intradistrict allocation plans to favor secondary schools with any expansion funds. $ _____
III. S.D.E. ADMINISTRATION COSTS COSTS $ 700,000 o Administration of the Holding Power Program $ 600,000 o Administration of the Educational Clinics $ 100,000	IV. S.D.E. ADMINISTRATION COSTS COSTS $ 575,000 o Public Dropout Awareness Campaign $ 500,000 o Coordination of Dropout Data Collection $ 75,000	III. S.D.E. ADMINISTRATION COSTS COSTS $ 400,000 o Identify effective practices with specified pupils. $ 185,000 o Conduct Seminars on effective practices $ 65,000 o Research Partnership Program Administration $ 150,000